



**ESL STUDENTS' PERCEPTIONS TOWARDS PEER
FEEDBACK IN WRITING:
AN EXPLORATORY STUDY**

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UNIVERSITI TEKNOLOGI MARA
KAMPUS BANDARAYA MELAKA
2010**

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**AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL
FULFILLMENT FOR THE DEGREE OF BACHELOR OF
EDUCATION (HONOURS) IN THE TEACHING OF
ENGLISH AS A SECOND LANGUAGE (TESL)**

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**LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI
SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH
SARJANA MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA
INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN**

**SHEELA D/O PARAMASIVAM
PENYELIA**

TARIKH

**PUAN AIDA AZLINA HJ. MOHD BEE
KOORDINATOR PROGRAM
SARJANA MUDA PENDIDIKAN**

TARIKH

DECLARATION

“I hereby declare that the work of this exercise is mine except for the quotations and summaries that have been duly acknowledged.”

DATE

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STUDENT ID: 2006145905**

PENGAKUAN

“Saya akui karya ini adalah hasil karya saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya nyatakan sumbernya.”

TARIKH

**NAMA: NUR SYUHADA MOHD RADZI
NO PELAJAR: 2006145905**

ABSTRACT

Peer feedback is known to improve students' writing proficiency (Chen, 2009; Grami, 2010,). Thus, feedback is crucial for students to be able to write competently. It is also recognized that error correction is something that baffles teacher. Therefore, a study was conducted in an attempt to find other alternatives to teacher corrections. This study examines the effectiveness of using peer review in improving students' writing quality as well as to explore students' perception towards peer feedback. This qualitative and quantitative study includes both writing instruction and questionnaire survey. A sample of 28 Form Four ESL students was selected for this study. Findings revealed that peer feedback does improve the quality of students' writing. The study concludes with some recommendations to include peer feedback in writing instruction.
